Reading Toolkit: Grade 5 Objective 3.A.7.e

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Identify and describe the author's use of language

Objective e. Identify and explain language that appeals to the senses and feelings

Assessment Limits:

Specific words and phrases that appeal to the senses

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Other Objectives Addressed

   a. Identify and explain how the use of dialogue contributes to a story
   b. Identify and explain specific words and phrases that contribute to meaning
   d. Identify and explain figurative language that contributes to meaning

Instructional Task

The students will identify and describe the author's use of language in historical fiction. The students will assume the roles of lexicographers and create an historical fiction dictionary of language that contributes to the authenticity of the historical time period in the text. Students will share their dictionaries with other students to use when they are reading that same text (authentic product).

Development of Task

1. Students will read a selection of historical fiction at an appropriate level of complexity, such as Johnny Tremain by Esther Forbes.

2. The teacher will model how the author's use of language contributes to the authenticity of the historical setting. For example, the author may use idioms such as "hold your tongue" to make the character's dialogue sound historically authentic.

3. The students will identify examples of the author's use of language including dialect, idioms, colloquialisms, figurative language, words that create mood, and historical allusions. Students may use the chart "Author's Use of Language in Historical Fiction" to organize their ideas (Objectives a,b,d,e). Students will explain how each example contributes to understanding the historical period (analysis).

4. The teacher will introduce the concept of lexicography, the editing or making of a dictionary. Students may want to read about America's first lexicographer, Noah Webster, who published his Compendious Dictionary of the English Language in 1806 (verbal-linguistic intelligence).

5. Students will review a current dictionary in order to identify the organizational pattern and the parts of a dictionary entry.

6. Students will decide which examples of the author's use of language are most effective in creating the historical authenticity of the text (evaluation).

7. Students will create a dictionary of historical terms to include in their own "compendious" dictionaries of the English language (synthesis).

Author's Use of Language in Historical Fiction

Author's Use of Language	Example in story	How does this add to my understanding of the historical period?

dialect idioms colloquialisms figurative language words that create mood symbolism historical allusion		

Lesson Seeds
Reading Grade 5 Objective 3.A.7.e

Activities

The teacher will provide students with a grade-appropriate literary text which is rich in sensory imagery. The teacher and students will read the text aloud noting any instances of imagery. Next, students may select a single image and illustrate that image or find a drawing or photograph which duplicates that image. Students will share their findings or creations with the class and explain how the word image and the drawing/photograph match.

Prior to introducing a sensory rich text with students, the teacher should preview the text to select a single image which appeals to multiple senses. The teacher should introduce the image to students by means of a prediction graphic.

Motorcycle (example)

Sight	Sound	Smell	Hearing	Taste

Students should predict a reasonable amount of sensory elements that could be applied to the selected image. Next the teacher should introduce the text where students will read to determine which senses the author used to define the selected image.

Prior to reading a literary text rich in sensory imagery, the teacher will review the meaning of sensory imagery and provide examples of sensory images. As students read, they will be asked to record images from the text and identify the senses to which it appeals. Next, the teacher and students will analyze the image for its contribution to the meaning of the text or its role in the creation of the author's style. Details from the text could be recorded on the following organizer.

Image	Sense/s Appealed To	Purpose for Image	Contribution to Meaning or Style	How Contribution is Accomplished

As students read a literary text rich in sensory images, the teacher should indicate selected images to students. The teacher and students should analyze the image by determining the sense/s being appealed to, the narrative element being described through the image, the purpose for the image, the assistance the image gives the reader to understand the text, or the contribution the image gives to the author's style. Finally the teacher and students should determine the effect the image has upon the described narrative element deciding if the image creates a positive, negative, or neutral response in the reader.

Clarification

Reading Grade 5 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate an author's use of language, specific words or phrases that contribute to the meaning of a text, or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

To identify and explain how dialogue contributes to a narrative, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

• Significant Words	words that are necessary to a reader's understanding of a text
• Denotation	literal, dictionary meaning of a word
• Connotation	idea or feeling associated with a word in addition to its literal meaning
• Multiple Meanings	words that have acquired additional meanings over a period of time
• Idiom	phrase whose meaning cannot be understood from the literal meaning of the words in it Hold your tongue is an English idiom meaning keep quiet.
• Colloquialism	familiar, informal everyday talk Movies is an informal term for the more formal term cinema.
• Dialect	a form of language spoken in a particular place by a particular group of people
• Word/Phrase Patterns	patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc…

To identify, explain, analyze, and evaluate words and phrases that create tone in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffling.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry, sad, etc…In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

• Simile
stated comparison of two things that have some quality in common using the words like or as
• Metaphor
stated comparison of two things that have some quality in common not using the words like or as
• Personification
stating that an inanimate object has lifelike characteristics
• Onomatopoeia
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

• Symbolism
using a person, place, object, or action that stands for something other than itself
• Irony
the contrast between what is expected will be said or done and what actually is said or done
• Allusion
a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.